EFFECT OF PARENTAL ENCOURAGEMENT ON EMOTIONAL INTELLIGENCE AND STRESS MANAGEMENT AT SENIOR SECONDARY STAGE

SYNOPSIS

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ABSTRACT

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ABSTRACT

Parents play a pivotal role in child's life. They safeguard the child from various obstacles that comes in the way of his development. When child reaches the senior secondary stage, he has many desires and goals in his mind. A hindrance may make him/her unable to take a balanced emotional decision in midst of stressed circumstances. It is parental encouragement that directs him to take a balanced emotional decision for his future and also enables him to cope with the stress around him. The present study aims to find out the effect of Parental Encouragement on Emotional Intelligence and Stress Management at Senior Secondary Stage. The study was conducted on 720 students studying in various streams and management of Senior Secondary Schools. The respondents were selected through stratified random and convenience sampling techniques from 11^{th} & 12^{th} grade. The tools employed in the research study were Agarwal Parental Encouragement Scale (APES), Emotional Intelligence Inventory (EII - MM) and Stress Management Scale (SMS -KC). Mean, Standard Deviation, One – Way Anova and 't' test were used as the statistical techniques. The results of data analysis revealed that Boys and Girls secondary school students differ significantly with each other. Private and Government school students, Science and Commerce stream students, Commerce and Humanities stream students have significant difference with respect to parental encouragement, emotional intelligence and stress management. Future Implications for teachers that they should be more empathetic towards the needs and challenges of growing students and should strive to address them effectively. Parents should encourage their children to opt for stream in which they are interested. Recommendations for future investigations is that the same type of research study can be regulated in other areas of Greater Noida or in other states. The variables of the present study can be studied with other variables also.

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1.0 Introduction

It is important that the child acquires creativity and thinking capabilities to be able to understand the available knowledge through observation and comprehension. Needless to mention that a child learns faster if his/her observations are guided by the parents, for correct understanding of the concepts. In the knowledge-based society that we live in, the importance and value of knowledge is widely accepted. However, with the ubiquity of internet, mere acquisition of facts and information has no value. Knowledge, rather, is the ability to think, reason and make optimal decisions. The more creative a child's mind is, the better his or her ability to think critically and reason. A child, for example is taught division and multiplication in school but if they learn the algorithm by using objects, it nurtures their creative mind. In this context parents' involvement for acquiring knowledge and education is indispensable to human existence. Education is not something new. It has been there with us for ages. However, these days the education is posing unprecedent challenges for the children at every stage. The competition, academic pressure, peer pressure coupled with natural anxieties of growing and environment creates stressful condition for the children. In fact, there is no age and stage of getting education. At every step of life an individual learns one thing or another on the basis of his day – to – day experiences and all this is a part of his education. An individual who has never attended any school in his life might turn out to be a better individual, having all good qualities of head and heart. To be an educated in the real sense, one need not be a scientist or a literary figure. A person who has no bookish knowledge, but better exposure and experiences might turn out to be the more educated person as compared to a highly learned scholar who do not maintain mental equilibrium and physical stamina. Such a scenario, in a way, can spoil the whole idea of life. We learn from day – to – day observations of practical situations of our lives too. In current scenario, whether a child acquires education of higher levels or not, the role of parents is all the more crucial that the child is able to develop into a matured individual who could live happily in society. A child's society begins with the family in which he/she has taken birth (Ramandeep, 2015). Nurturing of a child, to a larger extent, depends upon the parents only Parent can be described as a father or a mother, or someone who nurtures and raises an off – spring. Parents act as the source of inspiration and motivation for a child (Ramandeep, 2015). Parent's concern, guidance and influence provides an insight to the child's life (Narad, 2020). It enhances the repetition of good behaviour in future. The role of a parent varies throughout the life, and is especially complex in human culture (Pandey, 2018). (Darling and Steinberg, 1993) elucidated parental encouragement as the emotional climate in which parents raises their children. Parental encouragement helps to change the psychological

behaviour of the child, and at the same time it also helps in increasing the emotional stability of the child, thus making them feel stress free (Priya, 2010). A person who is emotionally intelligent is more likely to be happy, contended, satisfied as he would be able to handle the relationships in a better manner by developing the skill of self – awareness and empathy. (Higgs, 2000) agreed that emotional intelligence is about identifying own feelings and being able to handle those feelings; being able to motivate ourselves to get the job done, be creative and perform at our level best; be sensitive and be able to handle relationships effectively. Therefore, emotionally intelligent individuals can better express their emotions to others. They also tend to be more talented at recognizing others' emotional reactions. Thus, producing empathic responses to them. So, in this regard emotions play a crucial role in one's life and parents should be very careful while dealing with the emotions of their children so that they do not fall into the trap of unnecessary stress. This becomes all the more important in case of senior secondary students as they encounter a plethora of emotions during their adolescence (Kauts, 2018). Students, in this age group, can develop a multitude of feelings like friendship, honesty, love, hatred, empathy, jealousy etc. and it is the role of the parents to train them to be emotionally intelligent and choose things wise without taking unnecessary stress. Managing stress at every stage of life is very important, and it becomes all the more challenging to manage stress at the age of 16 – 18. This is age duration when the child is exposed to many mental pressures which appear simultaneously. This is a crucial time in child's life and, therefore, it becomes responsibility of the parents to look after the needs of the growing child, provide proper guidance along with giving support personally as well as emotionally so that the child does not indulge negative thinking or deviates from the scholarly path. If a child is emotionally stable and Knows to handle peer pressures or academic stress, he/she would be able to do well both in academics, co – curricular activities and further choose a good professional career. It is found from the various research studies that parental encouragement, motivation, mental health, emotional well – being of a child, emotional intelligence, managing various types of stress, selection of streams are all interrelated with each other (Kaur, 2013; Sekar & Mani 2013; Gupta 2014; Darzi, 2011). The secondary level of education is the stage when the child can for see importance of choice of academic stream in shaping up of future. These are the years when child acquires further clarity of academic fundamentals and also theoretical application of the same. The child progresses to get a better understanding of his chosen subjects. He gradually selects his stream of advanced studies at the senior secondary level. The seriousness of his studies and his approach in his curriculum are not only influenced by his own interests and skills, they largely depend on the availability

of resources, parental support, teacher' motivation and encouragement and lastly, but not the least peer pressure. The student now begins to face the world and has the pressure not only to excel in his areas of studies, but also to simultaneously learn new skills in order to come out with flying colors in the competitive world. He has to manage not only his time (to be able to complete his assignment, projects, tests on time and do his best), but also his stress which arise not only due to the vastness and depth of the syllabi, but also due to the fact that the individual is undergoing a tremendous renaissance as he gradually steps into adulthood. On the one hand there is the vast arena of his knowledge which he must cover within the timeline, to be able to score well and secure best of grades and on the other hand, there are his changing hormones which are also under a great turmoil. At this stage, it becomes absolutely essential for him to get constant encouragement from his parents. The parents must acknowledge the leaps of time, that increases the levels of competition and also the changes in the demands and requirement of the society, so that they are able to accept and appreciate the change in the thought process of their wards and support him prudently, without sticking to their orthodox approaches. A supportive parent would not only be instrumental in the enhancement of the emotional quotient of the child (by giving him a peaceful learning environment at home and by raising him in a value-based environment), but also by helping him to manage his stress and time. Parents with practical and intelligent approach to life would play a pivotal role in the character building and development of strong personality traits by sharing their experiences and knowledge too. This would help the senior secondary child not only in managing his time, emotions and stress well, but by developing his/her emotional intelligence well, the child would benefit manifold from this.

1.2 Scope of the Study

The study is expected to throw light on various aspects. There are quite a few advantages of investigating different aspects of a research study. First, it is looking forward in disclosing many innovative and instructive findings, which will help in increasing the quality of teaching and learning. Second, clear and implementable suggestions would be made that would help school administrators, school management, school teachers and parents on different issues of pertaining to selection of appropriate academic stream and future career by senior secondary stage students. Third, the findings would help not only the students but also the parents and school authorities in guiding, creating awareness and coming out with solutions about this problem. Fourth, the study might be considered as the base for further investigations in this

field. More specifically, the investigator hopes that the research study would be of great use to the concerned students, parents, teachers, school management and all others who are interested in the field of education. The present age is an age of intense competition. It is important for the students, to make a proper career choice by opting the right stream while managing the stress and at the same time control their erratic emotions. During the stressful moments support from the parents is all the more important to enable student to utilize their potential optimally and forge a bright future ahead.

1.3 Need and Significance of the Study

Education is considered to be the main contributing factor in achieving success in one's life. Proper care, support and guidance from the parents along with education can turn out to be fruitful and career defining for children and thus make them contributing members of the society.

As the Senior Secondary stage is known to be the stage of storm and strife (Hall's, 1904), students can encounter many types of pressures from all sides. Their concentration and emotions can get disturbed if they are not trained, encouraged, or motivated enough, which can lead to stress.

The present study focuses on effect of parental encouragement on emotional intelligence and stress management of senior secondary students. In the present society it can be seen that a lot of parents are working, due to which they don't get enough time to connect with their children. This results in misunderstanding between them and as usual the expectations to score good marks or to achieve highest grades hamper the parent-child relationships too. In this context, the parents should be very careful while dealing with their children so that their emotions might not get hurt and do not indulge in unwanted activities due to stress. Many researchers have conducted studies related to this topic which were focussed on study of relationship of one independent variable i.e. parental encouragement with another variable or dependent variable i.e. emotional intelligence with some other. (Kamboj, 2011) regulated a relational study between the parental encouragement and academic achievements of 11^{th} class students. (Gupta; Prakash, 2014) also investigated a relational study entitled as a study of parental encouragement in relation to mental health of secondary school students. (Katoch, 2013) conducted a study to find out the emotional intelligence of adolescent students in relation to the type of school. (Lawrence & Deepa, 2013) have undertaken a comparative study between emotional intelligence and academic achievement of high school students in Kanyakumari

District. (Rai, 2016) conducted a study to examine the impact of stress management on academic performance of students Studying in higher secondary schools. Nasrullah and Khan (2015) explored a study on the effect of time & stress management on the students' academic achievement. All these research studies showed that none of the researchers have considered all the three variables together in their studies. So by looking after all these dimensions the investigator has decided to work on this topic as none of the studies have been conducted in the Greater Noida region of Uttar Pradesh. That too with all the three variables taken together with the demographic characteristics. Hence, much work needs to be done in respect to each variable and their interaction with each other. Difference between the taken-up study and the existing ones need to be analysed too. The objectives of the present research study have been met with the help of administration of standardized tools. This study can be termed as something which is the need of the hour to bring out the various conditions dwelling in Private and Government schools, influencing their emotional aspect and managing their stress. The present study is different and a unique one as it shows how parental encouragement influences the emotional intelligence and stress management of senior secondary students.

2.1 Review of Literature

2.1.1 Studies Related to Parental Encouragement

Sangwan and Rathore (2014) have conducted a study on academic performance of adolescents: An outcome of parental encouragement. The sample was selected randomly from four Government senior secondary schools of both the areas i.e. urban and rural of Hisar district of Haryana state. Self – made questionnaire, and Parental Encouragement scale (PES) were employed in the study. For the analysis and interpretation of data Frequency and percentages, 'Z' test and (ANOVA) were used as statistical techniques. The findings of the study revealed that half of the respondents were average and only one-third were good in academics and majority of the respondents had received high level of parental encouragement. The study also showed that there was significant difference in academic achievement of adolescents on the basis of academic class, paternal occupation and parental encouragement received by them. It was also found that there was no significant difference in academic achievement of boys and girls as well as in rural and urban areas adolescents.

Singh (2015) investigated impact of parental encouragement on the adjustment of senior secondary school students. The objectives that has been formulated for the study were i) To study the parental encouragement and adjustment of secondary school students ii) To find out

the gender wise and location wise differences in parental encouragement and adjustment iii) To find out the gender wise and location differences in the relationship between parental encouragement and adjustment. The sample consists of 300 secondary school students (150 males and 150 females) nominated purposively from both the areas i.e. Urban and Rural. For the purpose of data collection, Parental encouragement scale (PES) and Adjustment inventory for college students (AICS) were used as tools. Statistical techniques such as Mean, S.D., and 't' ratio were employed for the analysis of data. The major findings of the study revealed that there was significant difference in the parental encouragement and adjustment of senior secondary school students with respect to gender and locale. Urban senior secondary school students were found to be better on the scale of parental encouragement than the rural area students.

Arya and Kumar (2016) investigated a study of parental encouragement as related to risk taking behaviour of graduate students. The objective of the study was to compare the mean scores of parental encouragement of male and female students studying at graduate level. The sample comprised of 600 degree college students of Haryana state. The investigators adopted Simple Random sampling technique and Descriptive Survey method for their study. The tools used in this study were parental encouragement scale (APES) and risk taking questionnaire (RTQ). Mean, Standard Deviation and 'z' test were used as statistical techniques. Through the results it was found that the female students differ significantly in parental encouragement than the male students studying at graduate level.

Geetika (2017) has conducted a study on impact of parental encouragement on self – confidence of adolescents. The objectives of the study were i) To find out the significant relationship between parental encouragement and self-confidence of adolescents ii) To determine gender wise difference between parental encouragement and self-confidence of adolescents. The investigator has randomly selected 800 adolescent students studying in 11^{th} and 12^{th} class of various schools of Punjab state. For the purpose of data collection, parental encouragement scale (PES) and Self-confidence Inventory (SCI) were used. Mean, Standard Deviation, 't' test, Karl Pearson Product Moment Coefficient of Correlation and One Way ANOVA were employed to analyse the data. The results of the study showed that there was significant and positive relationship between parental encouragement and self-confidence. Science stream students were found to be more on the scale of parental encouragement in contrast to the Commerce stream students. Further it was also highlighted that the adolescents with more parental encouragement have more self-confidence.

Karnan and Srilavanya (2018) examined a study on parental encouragement and self – image of XI standard students. The objectives that has been worked out for the research study were i) To assess the level of self-image among higher secondary school students ii) To assess the level of parental encouragement among higher secondary school students. The sample consists of 256 respondents selected from XI standard of Tiruvallur District. The researcher adopted stratified random sampling technique and survey method for the conduction of the study. The tools that were employed to ascertain the data were parental encouragement scale and self – image questionnaire. Mean, Standard Deviation, 't' test and Karl Pearson Product Moment Coefficient of Correlation were employed to analyse the data. The findings of the study showed that there was a significant relationship between parental encouragement and self-image of XI standard students. The results of the study also indicated that private school students were found to be better than the government school students with regard to parental encouragement.

Sreedhar and Elumalai (2019) carried out a study on relationship between academic achievement and parental encouragement among high school students. The objective of the study was to find out whether there was any difference in the parental encouragement scores of high school students with respect to Gender, Locality and type of family. The sample comprised of 300 high school students selected from Tamil Nadu. The researchers adopted simple random sampling technique and survey method for the conduction of the study. The instruments used in the data collection were parental encouragement inventory and Personal Data Form. Statistical techniques such as Mean, S.D. and 't' test were used to analyse the collected data. After analysing the results it was found that there was a significant difference between boys and girls on their mean scores of parental encouragement.

Suvidha and Gera (2019) investigated parental encouragement and achievement motivation among adolescents. The objectives that has been formulated for the study were i) To find out gender differences in Parental Encouragement and Achievement Motivation ii) To find out the differences in Parental Encouragement and Achievement Motivation in students of government and private school. The sample consists of 200 secondary and higher secondary school students (100 males and 100 females) nominated with the help of Systematic Random Sampling technique and the schools were selected through Convenience Sampling technique. For the purpose of data collection, parental encouragement scale (PES) and achievement motivation scale were used as tools. Statistical techniques such as Percentage, Frequency Distribution, Mean, S.D. 't' test and Karl Pearson Product Moment Coefficient of Correlation were employed for the analysis of data. The major findings of the study disclosed that

significant difference was not found in the parental encouragement and achievement motivation of male and female school students. Private secondary school students were found to be better on the scale of parental encouragement and achievement motivation than the Government secondary school students.

Narad, Singh and Kumar (2020) investigated a self – confidence among senior secondary school girls: Influence of parental encouragement. The objectives of the study were i) To compare senior secondary school girls studying in Government and Private schools with regard to self – confidence and parental encouragement. The sample comprised of 200 girls studying in districts of Jaunpur and Azamgarh of U.P. The investigators employed descriptive survey method and simple random sampling technique in their study. The instruments used in the data collection were parental encouragement scale and self – confidence inventory. Mean, Standard Deviation, 't' test and Coefficient of Correlation were used as statistical techniques. Through the results it was found that there was significant difference in the parental encouragement of Private and Government senior secondary school girls.

2.1.2 Studies Related to Emotional Intelligence

Chamundeswari (2013) administered a study on emotional intelligence and academic achievement among students at the higher secondary level. The sample of 321 equivocators were selected randomly from the various boards of education at higher secondary level from the state Tamil Nadu. The investigators collected the data by employing Descriptive survey method in the study. The tools used in this study were emotional intelligence scale and for the measurement of academic achievement of the students' scores procured in Science subject in the half yearly examination were taken into consideration. The analyzation of collected data was done with the help of different statistical techniques such as Mean, Standard Deviation, One – Way Anova, 't' ratio and Product Moment Coefficient of Correlation (r). The major findings of the study disclosed that the students of Central Board perceived higher level of emotional intelligence in comparison to the students of State Board. No significant difference was found between the students of Central Board and Matriculation Board with respect to emotional intelligence. The students of Central Board were found to be better in comparison to State and Matriculation Board students with respect to their academic achievement.

Sinha and Suman (2014) have undertaken a study to find out the emotional intelligence and academic achievement motivation among adolescents: A relationship study. The objectives of

the study were i) To study the relationship between emotional intelligence and academic achievement motivation among boys and girls ii) To study emotional intelligence of students with high, average and low academic achievement motivation. The sample consisted of 105 students of class XII. The investigators adopted Simple Random sampling technique for their research study. The tools that were used for the study were academic achievement motivation test and emotional intelligence inventory. Product Moment Coefficient of Correlation was computed for the analysis of the data. The main findings of the study indicated that there was low positive correlation between emotional intelligence and academic achievement motivation among boys and girls. Also there was low positive correlation between emotional intelligence scores and high and average levels of academic achievement motivation.

Jacob and Pavithran (2015) explored correlational study on emotional intelligence and academic performance of nursing students in a selected college of nursing, Kochi. The objectives of the research study were i) To determine the emotional intelligence of the nursing students ii) To correlate the emotional intelligence and the academic performance of nursing students iii) To compare the influencing factors of emotional intelligence and academic performance of nursing students. The sample consisted of 90 respondents selected by applying Probability Stratified Random sampling technique from the nursing college of Kochi. For the measurement of emotional intelligence of nursing students, the investigators designed self – made questionnaire based on five – point Likert scale and to assess the academic performance of the participants Grade Point Average (GPA) results were used. For the analysis and interpretation of data Mean, Standard Deviation, 't' test and Karl Pearson Product Moment Coefficient of Correlation (r) were used as statistical techniques. After the analysis of the results it was found that emotional intelligence and the academic performance of nursing students had a significant and positive correlation with each other.

Ali and Ali (2016) explored the relationship between emotional intelligence and academic achievement in males and females in Egyptian Context. The objectives of the study were i) Examining the correlation relationship between EI and academic achievement of college students ii) Exploring the difference in EI between males and females. The sample comprised of 121 respondents studying in Minia University of Egypt. For the purpose of data collection The Wong & Law's (2002) emotional intelligence scale has been used by the investigators. The statistical techniques that has been used in the study was Confirmatory factor analysis. The results revealed that there was positive correlation found between academic achievement and self-emotional appraisal, regulation of emotion, use of emotions, and total emotional

intelligence score. It was also found that there was no significant difference between males and females in emotional intelligence in the total score of EI scale and its subscales.

Bhat (2017) conducted a study on emotional intelligence of higher secondary school students with respect to their gender. Following were the objectives of the research study i) To find out the level of emotional intelligence of higher secondary school students in Baramulla ii) To find out the level of emotional intelligence with respect to their gender. The sample comprised of 120 students studying in higher secondary schools of Baramulla district, State Jammu & Kashmir. Simple Random sampling was adopted for the collection of the data. The investigator employed English version of Emotional Intelligence scale (EIS) as tool. Results indicated that there was significant difference between boys and girls in the level of emotional intelligence.

Sinha and Srivastava (2017) administered a study of emotional intelligence with respect to sex, locality and academic achievement. The objectives of the research study were i) To measure emotional intelligence of secondary school students ii) To measure difference between male and female students in relation to their emotional intelligence iii) To measure difference between urban and rural students in relation to their Emotional Intelligence. The sample consisted of 300 secondary school students selected from both the areas (urban and rural) from the state Tripura. For the purpose of data collection stratified random sampling was adopted. The tool used for the measurement of emotional intelligence of the students was Schutte Self-Report Emotional Intelligence Test (SSEIT). Mean, Standard Deviation and 't' test were used as statistical techniques. The findings of the study indicated that there was significant difference found between the male and female secondary school students with respect to their emotional intelligence. Significant difference was also found between the urban and rural students with respect to their emotional intelligence.

Kauts (2018) assessed emotional intelligence in relation to stress on boys and girls at the secondary stage. The objectives that has been formulated for the study were i) To study the emotional intelligence of students at the secondary stage ii) To study the stress among students at the secondary stage iii) To compare the stress among boys and girls at the secondary stage. The sample of 380 students were selected randomly from six government secondary schools of Jalandhar city. The tools used in this study were emotional intelligence scale (EIS) and Bhist Battery of scales (1987). Mean, S.D., 't' test and 2 Way Anova were used as statistical techniques. Through the results it was found that emotional intelligence and stress are negatively correlated with each other. Boys have less stress as compared to girls. Further, it

was also highlighted that high emotionally intelligent students experience less stress as compared to low emotionally intelligent students.

Ramana and Devi (2018) examined the relationship between emotional intelligence and academic achievement among intermediate students. The objectives of the study were i) To study the level of emotional intelligence of intermediate students ii) To study the relationship between emotional intelligence and the academic achievement of intermediate students. The sample comprised of 300 respondents both male and female studying in XIIth class of Krishna District, Andhra Pradesh. The data was collected through simple random sampling technique. The tools that were used to collect data from the selected sample were Emotional Intelligence Inventory – MEII (2004) and to assess the academic achievement of the participants, grades scored in the board exam were taken into consideration. The statistical techniques that were used for the computation of data were Mean, Standard Deviation, Karl Pearson's Product Moment Coefficient of Correlation and One – Way Anova. The findings of the study indicated that there was significant and definite relationship between the emotional intelligence and academic achievement of intermediate students.

Khan and Hassan (2019) explored a study on emotional intelligence of children of working and non-working mothers. The objectives of the study were i) To identify children of working and non – working mothers ii) To study emotional intelligence of children of working and non – working mothers. The sample consisted of 100 children (50 of working and 50 of non – working mothers) selected from higher secondary schools of Shopian district. The researchers adopted simple random sampling technique and survey method for the conduction of the study. The instrument used at the time of data collection was emotional intelligence scale. Statistical techniques such as Mean, S.D. and 't' test were used to analyse the collected data. The findings of the results revealed that children of non – working mothers were found to be more emotionally intelligent as compared to the working mothers. The study also disclosed the significant difference between the children of working and non -working mothers on the factors self – awareness and empathy.

2.1.3 Studies Related to Stress Management

Jadoun et al. (2013) have conducted a study entitled the effect of stress on graduate and post – graduate students of Sikkim state. The sample consisted of 300 respondents picked randomly from various government and private colleges of Sikkim state. The researcher adopted Descriptive survey method for the conduction of the study. For measuring the stress in the

individuals, the investigators have designed self – administered test. Mean, Standard Deviation, Percentage Method and 't' ratio were employed to analyse the data. The findings of the study revealed that there was no significant difference found between the male and female post – graduate students with respect to their stress management. Further the study highlighted that in comparison to post – graduate students the academic stress was less in graduate students.

Lal (2014) explored a study on academic stress among adolescent in relation to intelligence and demographic factors. The objectives framed for the study were i) To compare the academic stress of senior secondary school students ii) To examine the academic stress of male and female students of sr. sec. school iii) To examine the academic stress of rural and urban students of sr. sec. school iv) To examine the academic stress of govt. and private sr. sec. school students. The investigator has taken into account the sample of 200 equivocators from senior secondary classes of government and private schools from Hisar district, Haryana. The data collection was done by adopting Simple Random sampling technique and Descriptive Survey method in the study. The instruments used in the study were academic stress scale and intelligence test inventory. Mean, S.D. and 't' ratio were adopted as statistical techniques for the computation of data. The considerable findings of the study showed that there was no significant difference found between the academic stress of average and low I.Q. students. Significant difference was found between the academic stress of male and female students. Significant difference was not found between the academic stress of rural and urban area students. and lastly significant difference was not found between the academic stress of government and private senior secondary school students

Devi and Mohan (2015) administered a study on stress and its effects on college students. The objectives of the study were i) To assess the level of stress among college students ii) To find out the sources and effects of stress. The sample of 200 respondents were selected by using Convenience sampling method from two colleges of Palakkad district, Kerala. The study was descriptive in nature. For the purpose of data collection, the investigators have designed self – made questionnaires for measuring the effects of stress among college students. The analyzation of collected data was done with the help of different statistical techniques such as Mean, S.D. 't' ratio, 'F' test and Percentage Method. Through the results it was found that social stress was not a major concern for most of the students, basically it was true in the case of females. Further the study also highlighted that emotional stress was a main source of stress among both the gender of students i.e. male and female.

Nasrullah and Khan (2015) have undertaken a study on the impact of time & stress management on the students' academic achievement. The objectives framed for the study were i) To find the interrelation between time management and academic achievements of the students ii) To find the interrelation between stress management and academic achievements of the students. The sample comprised of 825 equivocators both male and female studying in Qurtuba University of Science and Technology, Peshawar. The researchers adopted descriptive survey method for the conduction of the study. The study include both types of tools i.e. inferential and descriptive tools for qualitative data and different statistical tools for quantitative data. Statistical techniques such as Mean, S.D., Percentage method, 't' ratio, Correlation analysis and Regression analysis were used to analyse the collected data. The results of the study showed significant and definite correlation between time management and academic achievement of the students. At the same time average relationship was found between the stress management and academic achievement of the students.

Rai (2016) assessed study of impact of stress management on academic performance of students studying in school. The objectives framed for the study were i) To analyse impact of stress management on academic performance of students ii) To analyse the role of stress management in student's life. The sample consisted of 50 senior secondary students selected by applying simple random sampling technique from the Jabalpur city. The investigator collected the data with the help of Primary Data and by employing Descriptive survey method in the study. Mean, Standard Deviation and Percentage Analysis were used to analyse the data. After the analysis of the results it was found that there was significant and positive correlation between the stress management and academic performance of senior secondary students.

Essel and Owusu (2017) carried out a study on causes of students stress, its effects on their academic success, and stress management by students. The objectives that has been worked out for the research study were i) To identify the causes of stress among students ii) To identify specific areas of stress in student's life iii) To identify techniques to deal with the stress. The sample comprised of 500 respondents selected randomly from Seinäjoki University of Applied Sciences, Finland. The researcher adopted Normative survey method for the conduction of the study. The investigators collected the data by using both types of questionnaires i.e. closed and open-ended. The analyzation of collected data was done with the help of pie charts, bar charts and percentage method. The findings of the study indicated that many of the Finnish students uttered that they felt exhausted during the day time while illness or bad health was a common factor of stress for the international group. The study also highlighted that lack of sleep and anxiety was a common source of stress for both the groups.

Sagar and Singh (2017) examined a study of academic stress among higher secondary school students. The objectives that has been formulated for the study were i) To find out the level of academic stress of higher secondary school students ii) To find out gender difference on academic stress of higher secondary school students iii) To find out difference on academic stress of science, arts, and commerce stream students of higher secondary schools. The sample consisted of 180 equivocators picked from 10 higher secondary schools of district Bareilly by applying stratified random sampling technique. The research study was descriptive in nature. The investigators have designed self – made questionnaires for measuring the academic stress of higher secondary school students. Mean, Standard Deviation, 't' ratio and One – Way Anova were used as statistical techniques. The considerable findings of the study indicated that there was significant difference found between the academic stress of male and female students of higher secondary school students. Significant difference was not found in the academic stress of arts, science and commerce stream students. Also significant difference was not found between the academic stress of rural & urban area school students.

Bhargava and Trivedi (2018) administered a study of causes of stress and stress management among youth. The objectives framed for the study were i) To study the symptoms of stress among youth ii) To measure the level of stress among the youth. The sample comprised of 300 youths selected randomly from the states of Gujarat, Punjab, Rajasthan and Uttar Pradesh. For the purpose of data collection, the investigator has designed self – administered scale to measure the causes and levels of stress among the students. Mean, Standard Deviation and Percentage Analysis were used to analyse the data. After the analysis of the results it was found that youths were inclined towards high level of stress.

Pullokaran (2018) carried out a study on academic stress among college students in Kerala, India. The objectives of the study were i) To identify the causes of stress among college students ii) To analyse the consequences of stress. The sample comprised of 120 participants picked randomly from two districts of Kerala state. The study was descriptive in nature. For the purpose of data collection, the investigators have designed self – made questionnaires and used interview schedule for measuring the academic stress of college students. The analyzation of collected data was done with the help of different statistical techniques such as Mean, S.D. and Percentage Method. Through the results it was found that due to academic stress the students felt very isolated, dejected, demoralized and finally it leads to depression. Stress was the main factor in creating psychological and psychological problems in the students.

3.1 Statement of the Problem

"Effect of Parental Encouragement on Emotional Intelligence and Stress Management at Senior Secondary Stage".

Once the problem is defined, the next step is to formulate the objectives and hypothesis which provides an intelligent guess for the solution of the problem. It requires a critical review of the knowledge or information related to the problem.

The objectives and hypothesis framed for the present research study are as follow:

3.2 Objectives of the Study

The present research study is undertaken with following objectives

1. To study the effect of Parental Encouragement on Emotional Intelligence at Senior Secondary stage.

2. To study the impact of Parental Encouragement on Stress Management at Senior Secondary stage.

3. To find out the difference in Parental Encouragement at Senior Secondary stage with respect to gender, types of school and academic stream.

4. To find out the difference in Emotional Intelligence at Senior Secondary stage with respect to gender, types of school and academic stream.

5. To find out the difference in Stress Management at Senior Secondary stage with respect to gender, types of school and academic stream.

3.3 Null Hypotheses

With a view to investigate the study scientifically, the following hypothesis are formulated by the investigator

$H_0$1 - There is no significant effect of Parental Encouragement on Emotional Intelligence at Senior Secondary stage.

$H_0$2 - There is no significant impact of Parental Encouragement on Stress Management at Senior Secondary stage.

$H_0$3 - There is no significant difference in the Parental Encouragement at Senior Secondary stage with respect to gender, types of school and academic stream.

$H_0$4 - There is no significant difference in the Emotional Intelligence at Senior Secondary stage with respect to gender, types of school and academic stream.

$H_0$5 - There is no significant difference in the Stress Management at Senior Secondary stage with respect to gender, types of school and academic stream.

3.4 Sample and Sampling Techniques

A 'Sample' is a small proportion of a population selected for analysis. It is the process by which a relatively small number of individuals or measures of individual objects or events are selected in order to find out something about the entire population from which it was selected.

Sampling Techniques - 'Stratified Random & Convenience Sampling' technique has been used for the current research study.

For the current research study, the investigator has selected a sample size of 720 respondents from 2 types of schools, Private unaided (C.B.S.E. affiliated) and Government (C.B.S.E. and U.P. Board affiliated) senior secondary schools of Greater Noida region of Uttar Pradesh. The total no. of schools selected, at the time of data collection, is 20 (10 & 10). The sample has been further bifurcated into 360 respondents each taken from both types of schools. After that the investigator has selected 36 students, 18 each from classes XIth and XIIth from each school of Private Management. Thus, a total of 360 respondents from 10 schools have been selected on the basis of Stratified Random & Convenience Sampling technique. In the same manner, the students of Government schools too have been selected. The sample of XIth and XIIth standard has been again divided into 9 males and 9 females taken each from these classes. Lastly, for the selection of students from the various academic streams i.e. Science, Commerce and Humanities, the investigator has selected 6 students, 3 boys and 3 girls, from each stream.

3.5 Tools or Instruments applied in the Study

i) For the measurement of parental encouragement of students at the senior secondary stage, Agarwal Parental Encouragement Scale (APES), composed and standardized by Dr. Kusum Agarwal has been used.

ii) To measure the emotional intelligence of students, Mangal Emotional Intelligence Inventory (EII – MM) constructed by Dr. S.K. Mangal and Mrs. Shubhra Mangal has been employed at the time of data collection.

iii) Stress Management Scale (SMS – KC), has been applied for collecting the data from the students, developed and standardized by Dr. Vandana Kaushik and Dr. Namrata Arora Charpe.

4.1 Interpretation of Data

After analysing and interpretation of data following conclusions has been drawn. These conclusions have been sequentially presented in terms of hypothesis formulated earlier.

$H_0$1 - There is no significant effect of Parental Encouragement on Emotional Intelligence at Senior Secondary stage.

For testing the Null hypothesis, firstly 'F' value was computed and its summary is as follow:

One Way - ANOVA, Total Students Groups, Emotional Intelligence with respect to Parental Encouragement

SUMMARY	***Count***	***Sum***	***Average***	***Variance***			
Groups							
High	165	12503	75.78	16.59			
Low	253	5610	22.17	39.91			
Moderate	302	14622	48.42	26.39			
Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***	***Result***
Between Groups	29147.65	2	14573.8				
Within Groups	20720.48	717	28.89	504.45	<0.05	3.01	S
Total	49,868.13	719					

The 'F' ratio was significant at 0.05 level. Hence, the hypothesis **$H_0$1** was rejected.

After the rejection of null hypothesis $H_0$1, 't' value was computed to know where the actual difference exists between each two groups and its findings were furnished below:

't' value, Between Different Groups, Emotional Intelligence with respect to Parental Encouragement

Groups	Mean	't' Value	't' Critical	P - Value	Result
High / Low	75.77 / 22.17	88.47	1.96	< 0.05	Significant
High / Moderate	72.57 / 48.41	63.10	1.96	< 0.05	
Moderate / Low	48.42 / 22.17	53.01	1.96	< 0.05	

According to the above mentioned findings the conclusion drawn was that the students who got more parental encouragement were more emotionally stable than those who got less encouragement from their parents.

$H_0$2 - There is no significant effect of Parental Encouragement on Stress Management at Senior Secondary stage.

To test the Null hypothesis, firstly 'F' value was computed and its summary is as follow:

One Way - ANOVA, Total Students Groups, Stress Management with respect to Parental Encouragement

SUMMARY	***Count***	***Sum***	***Average***	***Variance***			
Groups							
High	150	10113	67.42	5.27			
Low	248	2696	10.87	21.65			
Moderate	322	13255	41.16	35.12			
Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***	***Result***
Between Groups	31324.51	2	15662.2				
Within Groups	17404.69	717	24.27	645.33	<0.05	3.01	S
Total	48,729.2	719					

The 'F' ratio was significant at 0.05 level. Hence, the hypothesis **$H_0$2** was rejected.

After the rejection of null hypothesis $H_0$2, 't' value was calculated to understand where the true variation lies between each two groups and its findings were indicated below:

't' value, Between Different Groups, Stress Management with respect to Parental Encouragement

Groups	Mean	't' Value	't' Critical	P - Value	Result
High / Low	67.42 / 10.87	161.63	1.97	< 0.05	Significant
High / Moderate	67.42 / 41.16	69.15	1.96	< 0.05	
Moderate / Low	41.16 / 10.87	68.36	1.96	< 0.05	

According to the result it was found that the students who were more or high on parental encouragement were less stressed and control their stress in a better manner than those who were moderately encouraged.

$H_0$3 - There is no significant difference in the Parental Encouragement at Senior Secondary stage with respect to gender, types of school and academic stream.

To know the significant difference between each two groups and to know where the real difference subsist between the two groups 't' value was calculated.

't' value, Between Boys/Girls and Private/Government on Parental Encouragement

Groups	Mean	't' Value	't' Critical	P - Value	Result
Boys / Girls	43.64 / 48.66	4.89	1.96	< 0.05	Significant
Private / Government	60.69 / 54.11	5.82	1.96	< 0.05	

The findings revealed that there was significant difference between the groups of boys and girls as well as the private and government students. Thus, on the basis of these findings $H_0$3 was rejected.

For determining the significant difference between the means of three groups One – Way Anova was calculated and its summary is cited below:

One Way – Anova on Parental Encouragement at Senior Secondary Stage with respect to academic stream

Groups (Streams)	***Count***	***Sum***	***Average***	***Variance***			
Science	240	12448	51.87	207.04			
Commerce	240	13161	54.84	132.78			
Humanities	240	11974	49.89	168.72			
Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***	***Result***
Between Groups	2975.02	2	1487.51				
Within Groups	121539.58	717	169.51	8.78	<0.05	3.01	S
Total	124514.60	719					

The 'F' ratio was significant at 0.05 level. Hence, the Null hypothesis **$H_0$3** was rejected and alternate hypothesis was accepted.

After the rejection of null hypothesis $H_0$3, 't' value was computed between each two groups i.e. streams and its findings are mentioned below:

't' value, Between Different Streams on Parental Encouragement

Streams	**Mean**	**'t' Value**	**'t' Critical**	**P - Value**	**Result**
Commerce / Humanities	54.84 / 49.89	4.41	1.97	< 0.05	Significant
Science / Commerce	54.87 / 51.84	2.50	1.97	< 0.05	
Science / Humanities	52.52 / 49.89	2.11	1.96	< 0.05	

From the above table it was concluded that Commerce stream students were more affected by parental encouragement in comparison to Humanities stream students. Science stream students were more affected by parental encouragement while on the other hand the Commerce stream students were found less on the same variable. Lastly, as the Table value was 1.96, it concludes that Science and Humanities stream students varies with each other significantly as well as Science stream students were more affected by parental encouragement in contrast to Humanities stream students.

$H_0$4 - There is no significant difference in the Emotional Intelligence at Senior Secondary stage with respect to gender, types of school and academic stream.

For knowing the significant difference between each two groups and to know where the actual variation lies between the two groups 't' value was calculated.

't' value, Between Boys/Girls and Private/Government on Emotional Intelligence

Groups	Mean	't' Value	't' Critical	P-Value	Result
Boys / Girls	43.93 / 48.37	4.30	1.96	< 0.05	Significant
Private / Government	62.69 / 54.8	5.20	1.96	< 0.05	

From the results the conclusion drawn was that there was significant difference between the groups of boys and girls as well as the private and government students. Hence, on the basis of these results $H_0$4 was rejected.

To ascertain the significant difference between the means of three groups One – Way Anova was calculated and its summary is cited below:

One Way – Anova on Emotional Intelligence at Senior Secondary Stage with respect to academic stream

Groups (Streams)	*Count*	*Sum*	*Average*	*Variance*			
Science	240	12489	52.04	206.63			
Commerce	240	13096	54.57	135.28			
Humanities	240	11998	49.99	168.52			
Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*	*Result*
Between Groups	2521.02	2	1260.51				
Within Groups	121994	717	170.144	7.40	<0.05	3.01	S
Total	12451.02	719					

The 'F' ratio was significant at 0.05 level. Hence, the hypothesis **$H_0$4** was rejected.

After the rejection of null hypothesis $H_0$4, 't' value was computed to get acquainted where the true difference exists between each two groups (streams) and its findings are mentioned below:

't' value, Between Different Streams on Emotional Intelligence

Streams	Mean	't' Value	't' Critical	P – Value	Result
Commerce / Humanities	54.37 / 50.36	3.56	1.96	< 0.05	Significant
Science / Commerce	56.58 / 52.28	2.89	1.97	< 0.05	
Science / Humanities	51.1 / 47.81	2.64	1.96	< 0.05	

Based on the above mentioned findings the conclusion drawn was that Commerce stream students were more affected by emotional intelligence in comparison to Humanities stream students. As 't' critical value was 1.97 between the Science and Commerce stream students, it was inferred that Science and Commerce stream students differs with each other significantly as well as Science stream students were more affected by emotional intelligence in contrasting to Commerce stream students. In the case of Science and Humanities stream students, the former were more affected by emotional intelligence in comparison to the latter.

$H_0$5 - There is no significant difference in the Stress Management at Senior Secondary stage with respect to gender, types of school and academic stream.

First, to know the significant difference between each two groups 't' value was calculated.

't' value, Between Boys/Girls and Private/Government on Stress Management

Groups	Mean	't' Value	't' Critical	P – Value	Result
Boys / Girls	47.89 / 43.34	4.47	1.96	< 0.05	Significant
Private / Government	55.92 / 59.78	3.34	1.96	< 0.05	

From the results the inference drawn was that there was significant difference between the groups of boys and girls as well as the private and government students. Accordingly, on the basis of these results the null hypothesis $H_0$5 was rejected. Rejection of Null Hypothesis clearly states that alternate hypothesis was accepted and the two groups i.e. boys and girls & Private and Government school students varies with each other significantly.

To ascertain the significant difference between the means of three groups One – Way Anova was calculated and its summary is furnished below:

One Way – Anova on Stress Management at Senior Secondary Stage with respect to academic stream

Groups (Streams)	***Count***	***Sum***	***Average***	***Variance***			
Science	240	12558	52.33	200.07			
Commerce	240	12987	54.11	144.92			
Humanities	240	12038	50.16	168.12			
Source of Variation	***SS***	***df***	***MS***	***F***	***P-value***	***F crit***	***Result***
Between Groups	1882	2	941.00				
Within Groups	122633	717	171.04	5.50	<0.05	3.01	S
Total	124515.0	719					

The 'F' ratio was significant at 0.05 level. Hence, the hypothesis **$H_0$5** was rejected.
After the rejection of null hypothesis $H_0$5, 't' value was calculated between each two groups (streams) i.e. Commerce / Humanities, Science / Commerce & Science / Humanities. Its findings are presented in the following table.

't' value, Between Different Streams on Stress Management

Streams	**Mean**	**'t' Value**	**'t' Critical**	**P – Value**	**Result**
Commerce / Humanities	54.11 / 50.16	3.46	1.96	< 0.05	Significant
Science / Commerce	50.16 / 52.33	2.70	1.97	< 0.05	
Science / Humanities	51.8 / 55.03	2.75	1.96	< 0.05	

According to the results the inference drawn was that the Commerce stream students were more capable of managing and controlling stress in comparison to Humanities stream students. On the other hand both the streams students i.e. Science and Commerce differs with each other significantly and Commerce stream students were more capable of managing, controlling, handling stress than the Science stream students. Lastly, Humanities stream students were more proficient in controlling, handling stress as compared to the Science stream students.

5.1 Future Implications

From the current research study the investigator observed that efforts should be swiftly made in order to elevate the degree of parental encouragement, emotional intelligence and stress resilience among the students. This is especially true for senior secondary students as they are in their adolescent stage which is considered as the most crucial and critical stage of one's life. Also, we all know that these are the vital traits which are required for holistic development of the personality of an individual. Hence, in order to improve the degree of all these traits following steps should be taken at school, teacher and parental level.

1) At School Level

- Organisation of several kinds of workshops, conferences, seminars, webinars, symposiums, exhibitions, excursion by school authorities help the students in enhancing their knowledge about numerous fields. These all can act as stress busters for them.
- School management should conduct extra – curricular activities between the schools like dance, music, swimming, mask painting etc. which can help the students in their personalities.
- Co- ordination of educational tours from time – to – time help the students in gathering the knowledge related to various local and global issues. They can learn the things based on the theory 'Learning by Doing' and 'Learning by Experience'. and when these things are accompanied by joy, fun, excitement, things become easy to learn without any stress. Such tours are quite helpful for the students in relaxing their minds and alleviating stress.
- School authorities should organise guidance and counselling programmes for the parents in which they can learn numerous techniques to handle/tackle their children at this difficult stage of adolescence. Parents should also be taught to be more vigilant about not hurting their childrens' feelings/emotions, as hurting of emotions might lead to unnecessary stress in them. Parents must handle their children by becoming their friend, guide and philosopher who always shows them the right path.

2) At Teacher's Level

- Teachers in the schools should plan heir lectures/teachings with correct methodology based on the needs and requirement of the students. Their planning should be for each type of students i.e. high, average, below average etc.
- Teachers should plan their teachings according to the lesson plan based on diverse strategies, teaching aids, objectives etc. so that the learning can be more effective.

- In the school, teachers can teach the students with the help of smart boards beside black boards. This is because audio – visual aids can help the students in understanding the content easily and developing critical thinking and reasoning. With the help of these aids the teacher can handle each and every type of students without hurting their emotions. Also, they can maintain the decorum of the classroom.
- Teachers should also be more empathetic towards the needs and challenges of growing children and should strive to address them effectively.
- In the parents teachers meeting (PTM) , the teachers should provide feedback to the parents about their child in a constructive manner and also motivate them to do better. Negative comment in front of everyone may create unnecessary stress in children and they also get disheartened.

3) At Parental Level

- As parents are the first educators of their child, so they should look after them and treat them carefully by channelizing their emotions in the right direction.
- Parents should never compare their children with other childrens' as comparison makes children demotivated and they might start withdrawing from the situation, which can lead them to unnecessary stress.
- Parents should allow and encourage their children to study in groups as this would help them in problem rectification of each other. It would also help them in understanding the emotions and feelings of each other when they work together as a team.
- Parents should encourage their children to opt for stream/vocation in which they are interested. They should allow them to build their careers rather than forcing them to fulfil their dreams. By doing this the children would definitely get motivation/inspiration to give their best in every field whatever they do.

5.2 Recommendations for Future Research Study

After going through the results of the present research study, the researcher would like to give following recommendations for future investigations

- Same type of research study can be regulated in the other areas of Greater Noida region or in other states.

- Parental Encouragement of University students belonging to different departments such as Science, Engineering, Economics etc. can be compared.
- Parental Encouragement of Private and Government college students can be compared.
- Emotional Intelligence of University students belonging to different departments such as Management, English, Maths etc. can be compared.
- Emotional Intelligence of Private and Government college students can be compared.
- Stress Management of University students belonging to different departments such as Science, Engineering, Economics etc. can be compared.
- Stress Management of Private and Government college students can be compared.
- Stress Management of Working and Non – Working Mothers can be compared.
- Emotional Intelligence of Teaching and Non – Teaching staff can be studied as relational study or comparative study.
- Stress Management of Teaching and Non – Teaching staff can be studied as relational study or comparative study.
- Stress Management of students belonging to different boards such as C.B.S.E., I.C.S.E. or state boards can be studied as relational study or comparative study.
- Emotional Intelligence of students belonging to different boards such as C.B.S.E., I.C.S.E. or state boards can be studied in comparative form.
- The present research study is focused on 11^{th} and 12^{th} class, but it can be extended to other classes also.
- The variables of the present study can be studied with other variables also.
- The sample taken for the current study can also be increased.

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